

# Edsys, Inc.

Education Delivery Systems



CITY CHARTER HIGH SCHOOL

201 Stanwix Street  
Suite 100 Pittsburgh, PA 15222  
Tel. 412.690.2489  
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OCTOBER  
2025

# EDSYS, INC.

EDUCATION DELIVERY SYSTEMS

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## BOARD OF TRUSTEES MEETING

**WEDNESDAY, October 15, 2025**

- I. Educational Highlight: Senior Model Learning Hub (Part 2)
- II. 2025 Annual Report Presentation by Dr. Jennifer Iriti, Learning Research & Development Center (LRDC) at the University of Pittsburgh
- III. Consent Agenda
  - 1. September 17, 2025 Meeting Minutes (*vote required*)
  - 2. Enrollment
  - 3. Metrics
  - 4. Monthly Expenditure Report/Vendor Expense Report (*vote required*)
- IV. Reports
  - 1. CEO's/Principal's Report
  - 2. Committee Reports/Updates
    - o Finance
    - o Governance
  - i. Nominating Committee Presentation of Board Candidates (*vote required*)
- V. Old/New Business
  - 1. Approval of Annual Schoolwide Plan (*vote required*)
- VI. Executive Session
  - 1. Adjudications (*vote required*)
  - 2. Personnel Matters
- VII. Next Board Meeting - Wednesday, November 19, 2025
  - 1. Parent-Teacher Conferences ~ Monday, Oct. 13<sup>th</sup>
  - 2. Ohio Pyle Trip (11th Grade) ~ Friday, Oct. 18<sup>th</sup>
  - 3. Camp Guyasuta Trip (10th Grade) ~ Thursday, Oct. 24<sup>th</sup>

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**Minutes of a Regular Meeting of**  
**THE BOARD OF TRUSTEES OF**  
**EDSYS, INC**

A meeting of the Board of Trustees of EDSYS, Inc., a Pennsylvania nonprofit corporation, was held at City Charter High School, 201 Stanwix Street, Pittsburgh, PA 15222, on September 17, 2025 at 5:30 p.m.

In the absence of both Gerry Dudley and Cindy Tananis, Tom Ralston chaired the meeting, which was called to order at 5:34 p.m.

The following Board of Trustees members were present and a quorum was established:

Onyeka Egbuna, Treasurer  
Tammy Bey  
James Doyle  
Tom Ralston  
Carol Wooten (via video conference)

Also present were:

Alan Shuckrow, Solicitor  
David Mongillo, Solicitor  
Dara Ware Allen, CEO and Principal  
Angela Welch, Chief Academic Officer  
Tiana DeLaRosa, Assistant Principal, Class of 2026  
Bret Powner, Assistant Principal, Class of 2027  
Steven Heller, Assistant Principal, Class of 2028 (via video conference)  
Carla Knight, Assistant Principal, Class of 2029  
Natalie Dougherty, Director of Business Affairs and Human Resources  
Susan Gratton, Business Affairs Associate, Board Secretary/Recording Secretary

***I. Educational Highlight: Senior Model Learning Hub Tour***

The Board of Trustees took a tour led by the Admin team of the new Senior Model Learning Hub. Dara Ware Allen provided background about how the redesign of the Quiet Room stemmed from the benchmarking trip Admin was able to attend thanks to Board member, Tom Ralston. Tom extended the benchmarking tour to Dara and together they arranged for the City High Admin team to be able to attend the trip. Tom worked with a collaborator with grant support to facilitate a benchmarking trip for area Pittsburgh educators to visit two innovative schools in Cleveland, Ohio. Dara commended DeLa and Welch for conceiving the QR redesign idea and for DeLa writing the mini-grant and overseeing the implementation of the project.

Angela Welch provided more background about senior model and the new changes. She shared that the overview of the Learning Hub would be take place over two meetings. The tour would happen at tonight's meeting with part two to occur at our next Board meeting. Angela and DeLa then facilitated the tour of two of the Learning Hub floors.

## ***II. Consent Agenda***

The Consent Agenda included the following items:

1. July 16, 2025 Board Meeting Minutes
2. Enrollment
3. Metrics
4. June and July 2025 Financials
5. Monthly Expenditure Report/Vendor Expense Report (vote required)

Onyeka Egbuna made a motion to approve the July 16, 2025 Board Meeting minutes. James Doyle seconded, and the motion was unanimously approved.

Onyeka presented the financial reports. He noted the year-end dashboard in comparison to national metrics that he was able to introduce to City High. He remarked how City High expense categories aligned with the best practices benchmarks in the national dashboard. Onyeka also shared how our year-end revenues exceeded our projections, which should not occur again after gaining clarity regarding our tuition billing rates. Onyeka also reviewed discussion from the Finance Committee regarding prep for our annual financial audit including review of management letter comments.

Onyeka transitioned to the banking recommendation. Natalie provided more background about the process to identify a new bank. We obtained 4 bids and will be able to earn a higher percentage of interest with a new bank. We have had on-going service issues with our current provider, which we expect will not be an issue with our new bank. Our new bank also has a longstanding department with extensive experience serving non-profits and schools. We will be beginning the transition process with the expectation to be operational in January 2026 with our new bank.

Onyeka Egbuna made a motion to approve the monthly expenditure report/vendor expense report. Tammy Bey seconded, and the motion was unanimously approved.

## ***III. Reports***

1. CEO's/Principal's Report: Dara Ware Allen presented her report highlighting the following topics:
  - Enrollment Office Updates at a Glance
  - Enrollment Office Fall Campaign Class of 2030 (2025-2026)
  - New Student On-Boarding Initiatives
  - Start of School Update
  - Key Internal Relations & Activities
  - Key External Relations & Activities

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2. The Finance Committee was shared during the presentation of the financial reports. A Governance Committee report was not provided.

***IV. Old/New Business***

Section 1506 of the Public School Code allows public school entities to develop a Flexible Instruction Day program to meet the 180 instructional day requirement/or equivalent hours of section 1501. To be eligible, PDE must approve a new application each school year. A Flexible Instruction Day may be online, offline, or a combination of both. After discussion and clarification of Flexible Instruction options look like at City Charter, Tammy Bey made a motion to approve the Flexible Instruction Plan. Dr. Allen explained the situations which might lead City Charter High to activate a Flexible Instruction Day such as a disease epidemic (like COVID-19), hazardous weather conditions, or the inoperability of equipment necessary to the City Charter's operations. Onyeka Egbuna seconded, and the motion was unanimously approved.

***V. Executive Session***

Dara Ware Allen announced there were no adjudications to present. No Executive Session was necessary.

With no further business, Tom Ralston asked for a motion to adjourn. Tammy Bey motioned for the meeting to be adjourned. Onyeka Egbuna seconded the motion. Tom Ralston announced the meeting adjourned at 7:04 p.m.

The next regular Board of Trustees meeting is scheduled for Wednesday, October 15, 2025.

Submitted by,

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Susan M. Gratton

**CITY CHARTER HIGH SCHOOL**  
**STUDENT ENROLLMENT REPORT**  
**October 2025**

ENROLLMENT TO DATE	565	
Regular Education	449	79.47%
Special Education	119	21.06%

CATEGORY (Race by Gender)	2025/2026	2024/2025
White Male	69	81
White Female	56	67
Black Male	163	165
Black Female	191	193
Hispanic Male	6	10
Hispanic Female	6	2
Multi-Racial Male	19	26
Multi-Racial Female	41	42
Asian Male	4	3
Asian Female	7	7
American Indian Male	2	0
American Indian Female	1	1
	<b>565</b>	<b>597</b>

CATEGORY (Race by Grade)	9th	10th	11th	12th	Total
Black	99	98	77	80	354
White	28	29	36	32	125
Multi-Racial	10	18	8	24	60
Hispanic	5	4	1	2	12
Asian	4	2	1	4	11
American Indian	3	0	0	0	3
				<b>565</b>	

CATEGORY (Social Economic Status)	9th	10th	11th	12th	Total
Free	91	104	80	96	371
Reduced	3	4	3	1	11
Paid	0	0	0	0	0
Neither	55	43	40	45	183
				<b>565</b>	

Grade	Enrollment Comparison		
	2025/2026	2024/2025	%Difference
12th Male	69	64	7.81%
12th Female	73	64	14.06%
<b>Total</b>	<b>142</b>	<b>128</b>	10.94%
11th Male	66	71	-7.04%
11th Female	57	83	-31.33%
<b>Total</b>	<b>123</b>	<b>154</b>	-20.13%
10th Male	62	74	-16.22%
10th Female	89	64	39.06%
<b>Total</b>	<b>151</b>	<b>138</b>	9.42%
9th Male	66	76	-13.16%
9th Female	83	101	-17.82%
<b>Total</b>	<b>149</b>	<b>177</b>	-15.82%
	<b>565</b>	<b>597</b>	-5.4%

School Districts			
<b>Aliquippa</b>	1	0.001769912	
<b>Bethel Park</b>	1	0.001769912	
<b>Big Beaver Falls</b>	1	0.001769912	
<b>Carlynton</b>	3	0.005309735	
<b>Chartiers Valley</b>	1	0.001769912	
<b>Clairton City</b>	1	0.001769912	
<b>Duquesne City</b>	3	0.005309735	
<b>East Allegheny</b>	2	0.003539823	
<b>Gateway</b>	2	0.003539823	
<b>Hampton</b>	1	0.001769912	
<b>Keystone Oaks</b>	1	0.001769912	
<b>McKeesport</b>	7	0.012389381	
<b>Montour</b>	2	0.003539823	
<b>Mt. Lebanon</b>	1	0.001769912	
<b>North Hills</b>	3	0.005309735	
<b>Northgate</b>	1	0.001769912	
<b>Penn Hills</b>	27	0.047787611	
<b>PPS</b>	426	0.753982301	
<b>Riverview</b>	1	0.001769912	
<b>Shaler Area</b>	1	0.001769912	
<b>South Allegheny</b>	1	0.001769912	
<b>South Park</b>	1	0.001769912	
<b>Steel Valley</b>	5	0.008849558	
<b>Sto-Rox</b>	24	0.042477876	
<b>West Mifflin</b>	1	0.001769912	
<b>Wilkinsburg</b>	24	0.042477876	
<b>Woodland Hills</b>	23	0.040707965	
<b>Total</b>	<b>565</b>	100.00%	



### Student Enrollment

Grade Level	Current Year/Prior Year	Notes
9 <sup>th</sup>	142/177	Current Enrollment is Significantly Lower than Prior Year
10 <sup>th</sup>	151/138	Current Enrollment is Higher than Prior Year
11 <sup>th</sup>	123/154	Current Enrollment is Significantly Lower than Prior Year
12 <sup>th</sup>	142/128	Current Enrollment is Higher than Prior Year  Current School-Wide Enrollment is Lower than Last Year's School-Wide Total: 558/597, but similar to preceding year averages

### Personnel Management

Measure	Current Year/Prior Year	Notes
Administrative Turnover	0/0	
Faculty Turnover	0/0	
Staff Turnover	0/0	
Open Positions	2/5	We have a vacancy for an additional Building Substitute and our Transition Manager position will be vacant at the end of the month.
Promotions	0/0	
Leaves	0/0	

### School Management and Leadership

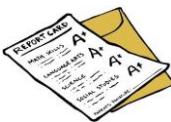
Measure	Current Year*/Prior Year	Notes
Average Daily Membership	557.91/597.15	
Applications: New 9 <sup>th</sup> grade (2029)	Not yet applicable	The new application launched on October 1 <sup>st</sup> .
Suspensions > 1 day	11/29	
Expulsions	1/4	There were 3 additional THC/marijuana offenses that were settled as stipulations with alternative programming.
Faculty Observations	75/36	
Student Attendance %	93.65%/92.06%	
Faculty/Staff Attendance %	97.30%	We now have a staff attendance rate! However, we are not able to provide a comparison to last year.

### Fiscal Health (As of August 31, 2025)

Measure	Description
Bank Balance	\$ 10.253 M to \$7.699 M
P/L Comparison: 25-26 to 24-25 YTD	Income: \$2.247 M to \$1.844 M Expense: \$2.369 M to \$2.278 M

### Compliance and Reporting

Measure	Description	Notes
A+ Schools Data Report	Annual comprehensive data collection for the A+ Schools Report to the Community	In progress. To be submitted in October.



Act 16 Special Education Report to PDE	Annual expenditure report of special education expenses	Submitted by October 10 <sup>th</sup> deadline.
Partner4Work	<p>Response to monitoring letter inclusive of corrective action plan for specific areas, many of which are considered resolved. The monitoring visit was conducted with our Transition Manager.</p> <p>Monthly expenditure reports are submitted for City of Pittsburgh and County expenses.</p>	Submitted on October 7th.
PIMS	Various end of year/beginning of year PIMS reports.	Mr. Watson submitted various end of year and beginning of year PIMS reports.

### Initiatives/Grants

Initiative	Purpose	Fiscal Impact	Notes
PCCD Health and Safety Grant (\$45405)	State grant allocated to City High in the amount of \$70,000 to be used for school safety, health, and wellness enhancements.	\$70,000	Grant approved! Runs through June 30, 2025.
PCCD Health and Safety Grant (#45919)	State grant opportunity that will enable us to assure increased level of outpatient therapy services for students.	\$70,000	Grant approved! Runs through September 30, 2025.
PCCD Health and Safety Grant (#40080)	State grant opportunity that is enabling us to make additional school safety improvements and subsidize a portion of the salary of one of our School Safety Officers.	\$70,000	Grant approved! Runs through June 30, 2026.
Partner 4 Work multi-year competitive grant	Expands City High's career and technical course offerings and internship experiences in the IT (e.g. cybersecurity), Medical (e.g. nursing), and Manufacturing (e.g. mechatronics) fields.	\$38,000 annually (\$262k over 5 years; \$62k for first 3 years)	This is a reimbursable grant. We are in year 4 of 5. Our annual grant of \$62,000 was reduced to \$38,000.
Ron Caplan Scholarship Grant	Unrestricted donation by Ron Caplan that City High used to provide for college scholarships to graduating seniors through an internal application and selection process.	\$40,000	The grant funds were allocated in scholarships to graduates of our 2025 senior class. Smaller awards were also provided to students for outstanding graduation projects.
PACSP Federal Grant (through PCPCS)	Expanding Opportunities Through Quality Charter Schools Program (CSP)	\$1.5 M multi-year grant	Our extension budget of \$300k ended on June 30, 2025. We are awaiting the remainder of our reimbursement.



### Strategic Planning

Program	Date/Notes	Program	Date/Notes
Revamped marketing approaches for increasing student recruitment are ongoing.	As our grant extension recently ended on June 30 <sup>th</sup> , we curated our marketing and enrollment plan to include a range of high leverage and effective strategies.	City High Evaluation	The annual stakeholder surveys have been administered and evaluation meetings with Grade-Level Teams were administered. The Annual Evaluation to the Board will take place at the October Board meeting.
		PPS Annual Audit	The Annual Visit occurred on February 29, 2025.
		Middle States Accreditation	We are implementing our Middle States goals and our reaccreditation is for the period of January 2024 to January 1 <sup>st</sup> , 2031.

## Expense Detail By Vendor

August 2025

Source Name	Debit	Credit	Balance
21ST CENTURY	607.50		607.50
A TECH REFRIGERATION	838.54	0.00	838.54
AMAZON 60457 8781 017015 5	11,521.53	0.00	11,521.53
AMERICAN UNITED LIFE INSURANCE CO - #0000	3,047.61	0.00	3,047.61
BABB INC	1,961.92	0.00	1,961.92
BANK FEES #	51.00	0.00	51.00
BELL, TAMMY	4,200.00		4,200.00
BOOKMINDERS	2,153.60	0.00	2,153.60
CANON FINANCIAL SERVICES INC	11,209.49	0.00	11,209.49
CDW GOVERNMENT	1,228.26	0.00	1,228.26
CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	1,522.64		1,522.64
COLKER JANITORIAL SUPPLY	499.62		499.62
COLONIAL SURETY AGENCY#	197.16		197.16
CONNECTIVITY COMMUNICATIONS INC	235.05	0.00	235.05
DILLON, THERESA	6,075.00		6,075.00
DIRECT ONLINE MARKETING LLC	6,600.00	0.00	6,600.00
EDPUZZLE INC	270.83		270.83
EHRLICH	395.00		395.00
EMPOWER#	30,738.77	30,738.77	0.00
ENERGAGE LLC	402.50		402.50
EVANS CONSULTING & EVALUATIONS LLC	1,522.50		1,522.50
FAMILY TENT#	103.50		103.50
FRESHPOINT (FMRLY PARAGON)	521.85		521.85
FULL SERVICE NETWORK	3,266.96	0.00	3,266.96
GAGGLE NET INC 198580331	590.42		590.42
GOLD STAR FOODS	27.50		27.50
GOOGLE CLOUD#	153.81	0.00	153.81
HD SUPPLY	2,577.37	0.00	2,577.37
HIGHMARK BLUE SHIELD 2949890001	0.00	16,481.22	(16,481.22)
HUNTINGTON NATIONAL BANK CC	11,122.87	0.00	11,122.87
IHEARTMEDIA	3,270.83		3,270.83
INDEED#	155.51		155.51
KEYSTONE EDUCATION GROUP LLC	750.00		750.00
KNOWBE4 INC	394.20		394.20
KREIDER PRINTING	342.00		342.00
LEADER SERVICES	684.00		684.00
LPK COACHING	300.00		300.00
MAGIC SCHOOL INC	499.92		499.92
MCMASTER-CARR	441.01	0.00	441.01
MGI PAINTING LLC	7,100.00	4,000.00	3,100.00
NICHE.COM INC	969.75		969.75
OFFICE DEPOT - ODP BUSINESS SOLUTIONS	483.48	0.00	483.48
PA COALITION OF PUBLIC CHARTER SCHOOLS	235.00		235.00
PA UC FUND	1,024.98		1,024.98
PAPER PRODUCTS COMPANY INC	1,197.23	0.00	1,197.23
PAYCHEX #	2,672.30	0.00	2,672.30

## Expense Detail By Vendor

August 2025

Source Name	Debit	Credit	Balance
PEOPLES	1,955.38		1,955.38
PERFORMANCE FOODSERVICE	1,046.61		1,046.61
PHILADELPHIA INSURANCE COMPANIES	932.67		932.67
PITNEY BOWES - PURCHASE POWER 2632	1,061.27		1,061.27
PMC PROPERTY GROUP INC	144,828.16	0.00	144,828.16
PRESSLEY RIDGE	5,373.28	0.00	5,373.28
PROJECT WAYFINDER INC	770.83		770.83
PSERS #	80,436.72	0.00	80,436.72
PSNI	356.30		356.30
RELAY INC	1,608.00		1,608.00
RENAISSANCE	508.90		508.90
REVTRAK	320.00		320.00
SELECTIVE INSURANCE CO OF AMERICA 734	4,647.66	0.00	4,647.66
SMA CLEANING	6,850.00		6,850.00
SMITHFIELD UNITED CHURCH OF CHRIST#	100.00		100.00
STAT STAFFING MEDICAL SERVICES INC	30.90		30.90
STEEL CITY GREASE TRAPS INC	225.00		225.00
STRASSBURGER MCKENNA GUTNICK GEF SKY	9,327.50		9,327.50
TASC	347.60		347.60
THEATRICAL RIGHTS WORLDWIDE	1,215.00		1,215.00
TURNER DAIRY FARMS INC	532.28		532.28
UNIVERSITY OF PITTSBURGH (SPONS PROJ)	17,373.50		17,373.50
UPMC	1,313.00		1,313.00
UPMC HEALTH PLAN - DENT/VIS 021047 NN3	4,236.41	0.00	4,236.41
UPMC HEALTH PLAN - MEDICAL 021047 302	78,173.84	0.00	78,173.84
US FOODS INC 51104214	2,297.03		2,297.03
VERIZON WIRELESS 408-00001	142.15		142.15
VERTEX EDUCATION-PA LLC	3,024.92		3,024.92
VITAL SOLUTIONS INTERNATIONAL	1,341.67		1,341.67
WHC PA LLC	900.00		900.00
YONDR INC	4,399.99		4,399.99
ZEPTIVE INC	1,180.00		1,180.00
ZOHO CORPORATION	3,368.60	0.00	3,368.60
<b>TOTAL</b>	<b>504,388.18</b>	<b>51,219.99</b>	<b>453,168.19</b>

**Profile and Plan Essentials**

<b>LEA Type</b>	AUN			
City Charter High School	102020001			
<b>Address 1</b>				
201 Stanwix Street				
<b>Address 2</b>				
Suite 101				
<b>City</b>	<b>State</b>	<b>Zip Code</b>		
Pittsburgh	PA	15222		
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>		
Dara Ware Allen, Ph.D.		dwallen@cityhigh.org		
<b>Single Point of Contact Name</b>				
Dara Ware Allen, Ph.D.				
<b>Single Point of Contact Email</b>				
dwallen@cityhigh.org				
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>		
412-690-2489		101		
<b>Principal Name</b>				
Dara Ware Allen, Ph.D.				
<b>Principal Email</b>				
dwallen@cityhigh.org				
<b>Principal Phone Number</b>		<b>Principal Extension</b>		
412-690-2489		101		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>		
Cristine Watson-Smith		watson-smith@cityhigh.org		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dara Ware Allen	Administrator	City Charter High School - CEO and Principal	dwallen@cityhigh.org
Angela Welch	Administrator	City Charter High School - Education Manager and Assistant Principal	welch@cityhigh.org
Gerry Dudley	Board Member	City Charter High School - Board Chair	gerry.dudley@cbre.com
Cynthia Tananis	Board Member	City Charter High School – Board Member	tananis@pitt.edu
Krista Wible	Staff Member	City Charter High School - Wellness	wible@cityhigh.org
Cristine Watson-Smith	Staff Member	City Charter High School - Federal Programs	watson-smith@cityhigh.org
Cliff Luft	Teacher	City Charter High School - Teacher Coach/PD	luft@cityhigh.org
Tom Ralston	Community Member	City Charter High School - Board Member	TRALSTON@pitt.edu
Lelia Broughton	Parent	City Charter High School - Parent	lelia.broughton@gmail.com
Sabrina Arnold	Student	City Charter High School - Class of 2026	sabring.arnold@cityhigh.org

## LEA Profile

City Charter High School, known as City High, is a well-established urban charter school in Downtown Pittsburgh, now in its 23rd year. Founded in 2002 by two teachers from the Pittsburgh Public School District, City High has consistently earned recognition for excellence. In 2025, [Niche.com](https://www.niche.com) ranked City High as the #1 charter high school in Pittsburgh and #9 for charter high schools statewide. In 2017, City High was ranked among US News and World Report's list of highest performing urban schools in the country. The current charter has been approved by the Pittsburgh Public Schools through 2027. Please visit our website, [www.cityhigh.org](http://www.cityhigh.org), for more information and highlights.

City High's mission is to graduate students who are academically, technologically, personally and socially prepared to succeed in post-secondary education, training, or employment. Using a team approach, City High cultivates a safe, supportive and academically rigorous environment by recognizing and nurturing individual talents, needs and skills.

Additionally, City High has the following six core beliefs:

- Connections to the real world. A career-focused experience convinces students that what they do at City High impacts their future.
- Individual responsibility for learning. Academic success is dependent on students taking an active role in their learning.
- Safe and caring environment is essential to active classroom engagement.
- Continuous challenge. A curriculum constructed with multiple levels best meets the academic needs of individual students.
- Personal academic connections. Success relies strongly on each student feeling connected to one or more adults at City High.
- Collaboration. A student's ability to collaborate is essential in today's work environment.

Unique elements of our school programming include: a year-round, 4-day school week; looping; an Advisory program; full inclusion; team teaching; integrated career development including a required 100+ hour internship; unique individualized programming for seniors, competency-based promotion for teachers and job-embedded staff development. We continue to learn and build upon our successes in growing students and educators as learners.

City High has a student body of approximately 575 students in grades 9 – 12. Approximately 75% of enrolled students are City of Pittsburgh residents with the other 25% from surrounding neighborhoods representing 26 other districts. The student population is approximately 63% African-American, 22% Caucasian, 10% multi-racial, and the remainder of students identify as having another ethnicity. 67% of students are eligible for free/reduced price lunch, and 20% of students have a disability. City High is accredited by the Middle States Commission on Secondary Schools. The current seven-year cycle runs through January 2031. Equity; Advanced Student Learning; and Student and Staff Well-Being are the overarching implementation goals for the Middle States Plan.

City High's annual budget ranges between \$12-15 million and is governed by a Board of Trustees of approximately nine members. Funding comes from school district per-pupil tuition funds and from external grants.

## Mission and Vision

### Mission

To graduate students who are academically, technologically, personally and socially prepared to succeed in post-secondary education, training, or employment. Using a team approach, City High cultivates a safe, supportive and academically rigorous environment by recognizing and nurturing individual talents, needs and skills.

### Vision

City High envisions a future where its graduates are equipped to make informed choices about their respective futures that lead to post-high school success. Developing the following core beliefs are essential to this preparation:

- Connections to the real world: A career focused experience convinces students that what they do at City High impacts their future.
- Continuous challenge: A curriculum constructed with multiple levels best meets the academic needs of individual students.
- Individual responsibility for learning: Academic success is dependent on students taking an active role in their learning.
- Personal academic connections: Success relies strongly on each student feeling connected to one or more adults at City High.
- Safe and caring environment: Essential to active classroom engagement.
- Collaboration: A student's ability to collaborate is essential in today's work environment.

## Educational Values

### **Students**

Student accountability is a core value of City High's educational model. We involve students as learning partners. We engage students in metacognition to reflect on and become intentional about their contribution to their learning. One of our previous Middle States goals regarding independent learning is an integral part of City High's school design, and we continue this work through our student achievement skill arc. Regularly, students also complete a self-assessment, whereby they rate their effort in class and decide whether they will work towards a Needs Improvement, Proficient, or Advanced competency grade in school. Students also benefit from having a teacher Advisor, who serves as a sounding board and guide for students as they complete their studies and consider their post-high school prospects.

### **Staff**

City High chiefly meets its mission through the quality of staff it employs to carry out the school's design and mission. City High's design relies on the accountability of staff to demonstrate their autonomy to customize their teaching and develop a community of learners through structures at the school such as looping, team teaching, grade-level teams, content teams, advisory, wellness, and post-high school planning.

### **Administration**

The Administration (Admin) has the responsibility of assuring that students have the resources they need to learn and to assure that staff have the resources to effectively teach and support their students. Admin are an active member of their respective grade-level teams and through this participation, they provide timely coaching and help to resolve and solve problems that arise. Admin also play a critical role in leveraging its teacher leaders through weekly Educational Leader meetings. Admin are also responsible for developing and updating policies to assure that City High meets state and local mandates and reviewing our practices to suggest and make updates that are student-centered and advance student learning and progress. Last but not least, Admin must be accessible to students and staff for coaching and in building relationships, which strengthens belonging to our school community.

### **Parents**

Parents are treated as partners in their children's learning. Parents have regular and on-going contact with their child's Advisor as well as two conferences and multiple family events per year. Admin also works to have proactive and responsive communication with parents. We know that parents often are the biggest influence over their children and we work to leverage their influence and support to help assure growth and learning among our City High students. Having parents feel valued and welcomed as a part of our school community is a goal we work to cultivate. We included several new parent engagement events in the 24-25 school year, and are looking to continue and improve upon them.

### **Community**

The community plays an integral role within City High's educational model. Through grades 9th-12th, the community serves as essential partners in implementing the curriculum and assuring critical experiences, which require partnerships with the community across sectors. Community engagement examples include career speakers, business roundtable volunteers, grad project partners, internship hosts, and service learning partners across all grade levels.

### **Other (Optional)**

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>True 9</b>	<b>True 10</b>	<b>True 11</b>	<b>True 12</b>	

## Review of the School(s) Level Performance

### Strengths

Indicator	Comments/Notable Observations
Career Standards Benchmark - All Student Group Meets Performance Standard	Career education is integrated within City High's educational design. Intentional curriculum and career exposure experiences are embedded within every grade level. Examples include career classes with career speakers, mock interviews, resume writing, career interest surveys, career tours, and a culminating internship, which helps students develop informed career plans that lead to high graduation rates and post-high school success. We are at 97.3% according to the most recent (23-24 school year) information on the Future Ready PA Index.
Four-Year Cohort - All Student Group Meets 2033 Statewide Goal	City High's educational design cultivates relationships between students and teachers, which plays heavily into our ability to grow students as learners. Our looping fosters connections and relationships as well as a deep understanding of student needs so that our program is structured in a way that helps all students progress towards graduation. We scored 99.1% (compared to 95.6% last year) for the Four-Year Cohort and 98.5% (compared to 97.6% last year) for the Five-Year Cohort according to the most recent (23-24 school year) information on the Future Ready PA Index.
Regular Attendance - All Student Group Meets Performance Standard	City High has high standards for attendance that enable students to take accountability for showing up to school 90% or more of the time. In the past, we have always met this goal and have considered it one of our strengths. However, for the previous school year, we did not meet the goal and were at 75.6%. We are proactive about promoting attendance and we are responsive at early signs of truancy or other issues negatively impacting a student's ability to show up for school. Structures such as our Wellness Department (dedicated Counselor and Social Worker) focused entirely on wellness; Advisory, which involves a teacher mentor matched with a small cohort of students through all four years; and a Principal for every grade level enables us to not only cultivate individual accountability in our students but it also enables us to pinpoint needs and afford high levels of support to help mitigate attendance challenges. Thanks to all of these

	measures, we were again able to meet this performance standard, achieving 82.9% according to the most recent data on the Future Ready PA Index (22-23 School Year).
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### Challenges

Indicator	Comments/Notable Observations
Rigorous Courses of Study - All Student Group	While our school does not offer AP/IB classes by design, we have worked to build our college course enrollment opportunities through partnerships with local colleges. According to the most recent data on the Future Ready PA Index (23-24), our Percent Rigorous Courses of Study was 30% compared to a Statewide Average of 56.4%. This is something we plan to continue to explore in the future.

### Review of Grade Level(s) and Individual Student Group(s)

### Strengths

Indicator <b>ESSA Student Subgroups</b>	Comments/Notable Observations
Indicator <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
Indicator PVAAS - Science/Biology - All Student Group Exceeds the Standard Demonstrating Growth <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Our Science department has been working diligently the last several years to realign their curriculum using the STEELS standards as well as to incorporate more Culturally Responsive Pedagogy. Thanks to these changes, we were able to exceed our Academic Growth Expectation in Science/Biology this year, scoring 81.0% (23-24).

### Challenges

Indicator English Language Arts/Literature - All Student Group Did Not Meet Interim Goal/Improvement Target <b>ESSA Student Subgroups</b>	Comments/Notable Observations
	Our school did not meet the Interim Goal/Improvement Target for English Language Arts/Literature. We scored 48.5% Proficient or Advanced compared to our score of 56.8% and 56.5% the last two years and our pre-pandemic score of 66.7%. In looking at the Student Group Breakdown, no subgroups met the target. Subgroup scores were as follows: White - 63.4%; Black - 38.2%; Economically Disadvantaged - 39.8%; Combined Ethnicity - 41.9%; Student with Disabilities - 23.1%.

African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	
<b>Indicator</b> Mathematics/Algebra - All Student Group Did Not Meet Interim Goal/Improvement Target <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Our school did not meet the Interim Goal/Improvement Target for Mathematics/Algebra. We scored 24.6% Proficient or Advanced compared to 16.0% and 26.3% the last two years and our pre-pandemic score of 40.0%. In looking at the Student Group Breakdown, no subgroups met the target. Subgroup scores were as follows: White - 31.7%; Black - 14.9% (which did come up); Economically Disadvantaged - 19.5% (which did come up); Combined Ethnicity - 20.9% (which did come up); Student with Disabilities 11.5%.
<b>Indicator</b> Science/Biology - All Student Group Did Not Meet Interim Goal/Improvement Target <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Our school did not meet the Interim Goal/Improvement Target for Science/Biology. We scored 28.1% Proficient or Advanced compared to 19.1% and 38.5% the last two years and our pre-pandemic score of 45.6%. In looking at the Student Group Breakdown, no subgroups met the target but all did come up. Subgroup scores were as follows: White - 46.3%; Black - 17.3%; Economically Disadvantaged - 20.7%; Combined Ethnicity - 19.6%; Student with Disabilities 7.7%.
<b>Indicator</b> PVAAS - English Language Arts/Literature - All Student Group Did Not Meet the Standard Demonstrating Growth <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Results from the PVAAS data consistently demonstrate that there is significant evidence that City High exceeds the standard for PA academic growth in Literature. In addition, looking at the breakdown in growth across the quintiles usually indicates that students at all levels of predicted achievement experience similar levels of growth. However, we did not meet this goal this year. Our Academic Growth Score this year in English Language Arts/Literature is currently 50, compared to 70 last year, and a considerable drop from previous years when we were at 100. Additionally, in our Student Group Breakdown, our scores went down in all groups except for 2 of More Races. Our Cultural Literacy department (English and history) is in the process of updating and realigning our four year skill arc in order to address this need.
<b>Indicator</b> PVAAS - Mathematics/Algebra - All Student Group Did Not Meet the Standard Demonstrating Growth <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> We were unable to meet our Academic Growth Expectation in Mathematics/Algebra this year despite having met it in the previous year. Our score was at 50 this year compared to 70, 87 and 65 the previous three years. Additionally, in our Student Group Breakdown, our scores went down in all groups except for 2 or More Races. Our math department recently adopted a new curriculum for the 25-26 school year geared towards meeting our students where they are in order to allow

African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	for more growth and consistency within the department. It is currently being piloted with our 9th grade cohort and is being closely monitored.
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## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Percent Graduation - Four-Year Cohort - All Student Group Meets 2033 Statewide Goal
PVAAS - Science/Biology - All Student Group Exceeds the Standard Demonstrating Growth
Regular Attendance - All Student Group Meets Performance Standard
Career Standards Benchmark - All Student Group Meets Performance Standard

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

PVAAS - English Language Arts/Literature - All Student Group Did Not Meet the Standard Demonstrating Growth
PVAAS - Mathematics/Algebra - All Student Group Did Not Meet the Standard Demonstrating Growth

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Future Ready Index data shows that students did not meet the Interim Goal/Improvement Target or the Standard Demonstrating Growth for English Language Arts/Literature.	City High is working to utilize school-wide data that is focused on school improvement and the academic growth of all students. This is especially important for us to pay attention to as we continue to grapple with the effects of schooling during the pandemic and we have specific skill focuses in content areas and across the school through our Student Achievement Initiative. The Cultural Literacy department (English and history) is also in the process of realigning and updating our four-year skill arc to address this need.
The Star exam is administered locally at the school in 9th, 10th, and 11th grades.	Data from 21-22: The Class of 2025 (in 9th grade) tested three times over the course of the year. A student needs at least two data points to get a growth measure. Here are the growth numbers from June 2022, which is the final time we offered the Star

assessment that year. The bar for SGP is now 35. 96/162 students met or exceeded growth expectations in Math. This is 59.25%. 91/172 students met or exceeded growth in Reading. This is 52.9%. Data from 22-23: The Class of 2025 (10th grade) tested two times over the course of the year. A student needs at least two data points to get a growth measure. Here are the growth numbers from March 2023, which is the final time we offered the Star assessments in 10th grade. The bar for SGP is now 35. 104/167 students met or exceeded growth expectations in Math. This is 62.3%. 104/169 students met or exceeded growth in Reading. This is 61.5%. The Class of 2026 (the 9th graders last year) tested two times over the course of the year. A student needs at least two data points to get a growth measure. Here are the growth numbers from March 2023, which is the final time we offered the Star assessments in 9th grade. The bar for SGP is now 35. 100/137 students met or exceeded growth expectations in Math. This is 73%. 88/135 students met or exceeded growth in Reading. This is 65.2%. Data from 23-24: The Class of 2025 (11th grade year) tested two times over the course of the year. A student needs at least two data points to get a growth measure. Here are the growth numbers from March (Math) and July (Reading), which is the final time we offered the Star assessments in 11th grade. The bar for SGP is 35. 57/84 students met or exceeded growth expectations in Math. This is 67.9%. Please note that 73 students do not have a growth test because they missed one of the tests last year and did not make it up for various reasons. 82/113 students met or exceeded growth in Reading. This is 72.6%. Please note that 44 students do not have a growth test because they missed one of the tests last year and did not make it up for various reasons. The Class of 2026 (10th grade year) tested three times over the course of the year. A student needs at least two data points to get a growth measure. Here are the growth numbers from June, which is the final time we offered the Star assessments in 10th grade. The bar for SGP is 35. 80/130 students met or exceeded growth expectations in Math. This is 61.5%. 86/133 students met or exceeded growth in Reading. This is 64.7%. The Class of 2027 (9th grade year) tested five times over the course of the year. A student needs at least two data points to get a growth measure. Here are the growth numbers from June, which is the final time we offered the Star assessments in 9th grade. The bar for SGP is 35. 75/107 students met or exceeded growth expectations in Math. This is 70.1%. 82/121 students met or exceeded growth in Reading. This is 67.7%.

## English Language Arts Summary

### Strengths

Star data for the 2024-2025 school year demonstrated growth in reading for 9th, 10th and 11th grade.

All City High students are taught in heterogeneous classrooms by teams of looping teachers.

### Challenges

PVAAS - English Language Arts/Literature - Did Not Meet the Standard Demonstrating Growth

PVAAS - English Language Arts/Literature - Did Not Meet Interim Goal/Improvement Target

## Mathematics

Data	Comments/Notable Observations
Future Ready Index data shows that students did not meet the Interim Goal/Improvement Target or the Standard Demonstrating Growth for Mathematics/Algebra.	City High is working to utilize school-wide data that is focused on school improvement and the academic growth of all students. This is especially important for us to pay attention to as we continue to grapple with the effects of schooling during the pandemic and we have specific skill focuses in content areas and across the school through our Student Achievement Initiative. The math department also implemented a new curriculum for the 25-26 school year which is being piloted with the 9th grade in order to address this need.
The Star exam is administered locally at the school in 9th, 10th, and 11th grades.	Data from 21-22: The Class of 2025 (in 9th grade) tested three times over the course of the year. A student needs at least two data points to get a growth measure. Here are the growth numbers from June 2022, which is the final time we offered the Star assessment that year. The bar for SGP is now 35. 96/162 students met or exceeded growth expectations in Math. This is 59.25%. 91/172 students met or exceeded growth in Reading. This is 52.9%. Data from 22-23: The Class of 2025 (10th grade) tested two times over the course of the year. A student needs at least two data points to get a growth measure. Here are the growth numbers from March 2023, which is the final time we offered the Star assessments in 10th grade. The bar for SGP is now 35. 104/167 students met or exceeded growth expectations in Math. This is 62.3%. 104/169 students met or exceeded growth in Reading. This is 61.5%. The Class of 2026 (the 9th graders last year) tested two times over the course of the year. A student needs at least two data points to get a growth measure. Here are the growth numbers from March 2023, which is the final time we offered the Star assessments in 9th grade. The bar for SGP is now 35. 100/137 students met or exceeded growth expectations in Math. This is 73%. 88/135 students met or exceeded growth in Reading. This is 65.2%. Data from 23-24: The Class of 2025 (11th grade year) tested two times over the course of the year.

	<p>A student needs at least two data points to get a growth measure. Here are the growth numbers from March (Math) and July (Reading), which is the final time we offered the Star assessments in 11th grade. The bar for SGP is 35. 57/84 students met or exceeded growth expectations in Math. This is 67.9%. Please note that 73 students do not have a growth test because they missed one of the tests last year and did not make it up for various reasons. 82/113 students met or exceeded growth in Reading. This is 72.6%. Please note that 44 students do not have a growth test because they missed one of the tests last year and did not make it up for various reasons. The Class of 2026 (10th grade year) tested three times over the course of the year. A student needs at least two data points to get a growth measure. Here are the growth numbers from June, which is the final time we offered the Star assessments in 10th grade. The bar for SGP is 35. 80/130 students met or exceeded growth expectations in Math. This is 61.5%. 86/133 students met or exceeded growth in Reading. This is 64.7%. The Class of 2027 (9th grade year) tested five times over the course of the year. A student needs at least two data points to get a growth measure. Here are the growth numbers from June, which is the final time we offered the Star assessments in 9th grade. The bar for SGP is 35. 75/107 students met or exceeded growth expectations in Math. This is 70.1%. 82/121 students met or exceeded growth in Reading. This is 67.7%.</p>
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## Mathematics Summary

### Strengths

Star data for the 2024-2025 school year demonstrated growth in math for 9th, 10th, and 11th grade.

All City High students are taught in heterogeneous classrooms by teams of looping teachers.

### Challenges

PVAAS - Mathematics/Algebra - Did Not Meet Interim Goal/Improvement Target

PVAAS - Mathematics/Algebra - Did Not Meet the Standard Demonstrating Growth

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Future Ready Index data shows that students did not meet the Interim Goal/Improvement Target for Science/Biology.	The Science department spent the last several years revising and updating their curriculum to incorporate the STEELS standards as well as more culturally responsive pedagogy. City High is also continuing to work to utilize school-wide data that is focused on school improvement and the academic growth of all students. This is especially important for us to pay attention to as we

	continue to grapple with the effects of schooling during the pandemic and we have specific skills focuses in content areas and across the school through our Student Achievement Initiative.
Future Ready Index data shows that students exceeded Standard Demonstrating Growth for Science/Biology.	The Science department spent the last several years revising and updating their curriculum to incorporate the STEELS standards as well as more culturally responsive pedagogy. Students are now demonstrating growth which we hope will become a trend.

## Science, Technology, and Engineering Education Summary

### Strengths

PVAAS - Science/Biology - All Student Group Exceeds the Standard Demonstrating Growth

### Challenges

PVAAS - Science/Biology - Did Not Meet Interim Goal/Improvement Target

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
The Future Ready Index shows that in the Career Standards Benchmark All Student Group Meet Performance Standard.	City High's Percent Career Standards Benchmark was 97.3% compared to 97.9%, 83.7%, and 99.3% the previous years. This is usually an area of strength for us and we were pleased to see the numbers back up where they have been previously.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

## Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

## Partnering Institution

Point Park University

## Agreement Type

## Program/Course Area

Various disciplines (primarily introductory courses)

## Uploaded Files

Point Park CCHS Dual Enrollment Agreement.pdf

## Partnering Institution

Community College of Allegheny County (CCAC)

## Agreement Type

## Program/Course Area

Various disciplines (primarily introductory courses)

## Uploaded Files

CCAC CHS Articulation Agreement.pdf

## Summary

## Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Five-Year Cohort Graduation: All Student Group (98.5%)

Percent Four-Year Cohort Graduation: All Student Group Meets 2033 Statewide Goal (99.1%)

## Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Industry-Based Learning: All Student Group - we will continue to utilize partnerships for our students that incorporate industry-based learning.

Rigorous Courses of Study: All Student Group (30% up from 25.2%) - while we are not going to change our model to incorporate AP classes, we are looking to ensure that all of our students have appropriate advancement opportunities. This is also part of our seven-year Middle States plan.

## Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
WIDA Access Scores for English Language Learners	This year, ten out of fifteen students demonstrated growth on the ACCESS test (66.6%). This is compared to 8/14 (57.1%) last year, 14/21 (66.6%) in 22-23, and 10/16 (62.5%) in 21-22.

### Students with Disabilities

**True** This student group is not a focus in this plan.

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Ten out of fifteen (66.6%) of our English Language Learners demonstrated growth on the WIDA ACCESS test.

One of our ELL Newcomers made significant progress throughout the school year.


## Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

None of our English Language Learners were able to exit the ESL program last year.
We have several long-term ELLs who are not making significant enough progress on their ACCESS scores to exit the program.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Teachers will be trained to use methods for supporting students with different learning styles and students with different skill levels (differentiated instruction). City High's looping and flexible staffing model enables students to be fully included and adequately supported, which also minimizes the potential stigma of students being identified as learning support that can occur through a pull-out model. Teachers are grouped in team teaching teams, most of which include a special education teacher, a teaching associate, and two content area teachers, who are charged with working collaboratively to ensure that all members of the team are providing all students with needed support. Multiple members of the teaching team are present in each City High classroom to ensure that the needs of all students are being addressed. This flexible strategy approach has actually been identified nationally as a model, whereby City High was selected to participate in a study commissioned by the U.S. Department of Education.
Title 1 Program	Our flexible staffing and team teaching approach allows City High teachers to provide differentiated instruction and support to students who need it, including special education students as well as other students demonstrating academic need. Teachers are grouped in team teaching teams, most of which include a special education teacher, a teaching associate, and two content area teachers, who are charged with working collaboratively to ensure that all members of the team are providing all students with needed support. Multiple members of the teaching team are present in each City High classroom to ensure that the needs of all students are being addressed. Additionally, we have a schoolwide Reading Specialist as well as Teaching Associates in 9th, 10th and 11th grade Scientific Literacy and Cultural Literacy to enhance student learning and achievement.
Student Services	N/A

K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	City High has a technology team with a Director of Technology, an IT Technician, and an Education Technology Specialist. Having multiple people in the department ensures that all computers and technology are operational at all times and also provides the flexibility to work with the technology teachers, the whole staff, and the student body to assist with implementing and enhancing technology practices throughout the school. Additionally, the school switched over to a new Information Management System and a new School Security System in the last two years, which will enhance our building and our educational programs.
English Language Development Programs	City High implemented our own ESL program several years ago that includes a looping teacher who has been a major asset to the school and ELs. The program includes both push-in and pull-out instruction. This teacher, along with the ESL Program Coordinator, works with students and teachers across grade levels to ensure that individual needs are being met and the appropriate accommodations are occurring in the classrooms. They also provide yearly PD opportunities for teachers and staff. Additionally, teachers are grouped in team teaching teams, most of which include a special education teacher, a teaching associate, and two content area teachers, who are charged with working collaboratively to ensure that all members of the team are providing all students with needed support. Multiple members of the teaching team are present in each City High classroom to ensure that the needs of all students are being addressed. Finally, we implemented a new curriculum two years ago to continue to help accommodate our EL population, including our long-term ELLs.

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

As noted in various descriptions above, our flexible staffing, team teaching, and looping provide an invaluable foundation for assuring timely and adequate supports for students that help ensure their learning growth.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

All students at City High are taught in heterogeneous settings. In addition, most classes are team taught, often with 3 or 4 adults in the room for large classes, including one or more core subject area teachers, special education teachers and teaching associates. Maximizing the effectiveness of this structure is a continuous challenge in regards to ensuring that teachers new to the school are supported in how best to be part of a team and those that are more veteran continue to communicate and best utilize team members for the benefit of their students. Over the past several years, City High has been focusing on designing programs to provide more support in these areas.

One of our previous challenges was supporting our growing population of English language learners in our unique while contracting ESL services through the intermediate unit. Creating our own in-house program was a step in helping support our teachers and students long-term. However,

as our EL population continues to develop, we need to continue to work on providing students with the skills, strategies, and resources that they need to be successful through a new curriculum and various technologies.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
Use multiple professional learning designs to support the learning needs of staff	Exemplary

Monitor and evaluate the impact of professional learning on staff practices and student learning	Exemplary
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## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Identify and address individual student learning needs
Foster a culture of high expectations for success for all students, educators, families, and community members
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Use multiple professional learning designs to support the learning needs of staff

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior
Implement evidence-based strategies to engage families to support learning

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Career Standards Benchmark - All Student Group Meets Performance Standard	False
Percent Graduation - Four-Year Cohort - All Student Group Meets 2033 Statewide Goal	True
Star data for the 2024-2025 school year demonstrated growth in reading for 9th, 10th and 11th grade.	True
All City High students are taught in heterogeneous classrooms by teams of looping teachers.	True
PVAAS - Science/Biology - All Student Group Exceeds the Standard Demonstrating Growth	False
Regular Attendance - All Student Group Meets Performance Standard	True
Star data for the 2024-2025 school year demonstrated growth in math for 9th, 10th, and 11th grade.	True
PVAAS - Science/Biology - All Student Group Exceeds the Standard Demonstrating Growth	True
Five-Year Cohort Graduation: All Student Group (98.5%)	True
Percent Four-Year Cohort Graduation: All Student Group Meets 2033 Statewide Goal (99.1%)	False
Ten out of fifteen (66.6%) of our English Language Learners demonstrated growth on the WIDA ACCESS test.	True
As noted in various descriptions above, our flexible staffing, team teaching, and looping provide an invaluable foundation for assuring timely and adequate supports for students that help ensure their learning growth.	True
All City High students are taught in heterogeneous classrooms by teams of looping teachers.	False
One of our ELL Newcomers made significant progress throughout the school year.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Identify and address individual student learning needs	True
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
Use multiple professional learning designs to support the learning needs of staff	False

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
PVAAS - English Language Arts/Literature - All Student Group Did Not Meet the Standard Demonstrating Growth	False
PVAAS - Mathematics/Algebra - All Student Group Did Not Meet the Standard Demonstrating Growth	True

PVAAS - English Language Arts/Literature - Did Not Meet the Standard Demonstrating Growth	True
PVAAS - Mathematics/Algebra - Did Not Meet Interim Goal/Improvement Target	False
PVAAS - English Language Arts/Literature - Did Not Meet Interim Goal/Improvement Target	False
PVAAS - Mathematics/Algebra - Did Not Meet the Standard Demonstrating Growth	False
PVAAS - Science/Biology - Did Not Meet Interim Goal/Improvement Target	False
Industry-Based Learning: All Student Group - we will continue to utilize partnerships for our students that incorporate industry-based learning.	False
Rigorous Courses of Study: All Student Group (30% up from 25.2%) - while we are not going to change our model to incorporate AP classes, we are looking to ensure that all of our students have appropriate advancement opportunities. This is also part of our seven-year Middle States plan.	True
We have several long-term ELLs who are not making significant enough progress on their ACCESS scores to exit the program.	True
All students at City High are taught in heterogeneous settings. In addition, most classes are team taught, often with 3 or 4 adults in the room for large classes, including one or more core subject area teachers, special education teachers and teaching associates. Maximizing the effectiveness of this structure is a continuous challenge in regards to ensuring that teachers new to the school are supported in how best to be part of a team and those that are more veteran continue to communicate and best utilize team members for the benefit of their students. Over the past several years, City High has been focusing on designing programs to provide more support in these areas.	True
None of our English Language Learners were able to exit the ESL program last year.	False
One of our previous challenges was supporting our growing population of English language learners in our unique while contracting ESL services through the intermediate unit. Creating our own in-house program was a step in helping support our teachers and students long-term. However, as our EL population continues to develop, we need to continue to work on providing students with the skills, strategies, and resources that they need to be successful through a new curriculum and various technologies.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Implement evidence-based strategies to engage families to support learning	True
Implement a multi-tiered system of supports for academics and behavior	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Growth continues to be a strength and a main focus for our school in various areas including PVAAS, Star and ACCESS.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>All students at City High are taught in heterogeneous settings. In addition, most classes are team taught, often with 3 or 4 adults in the room for large classes, including one or more core subject area teachers, special education teachers and teaching associates. Maximizing the effectiveness of this structure is a continuous challenge in regards to ensuring that teachers new to the school are supported in how best to be part of a team and those that are more veteran continue to communicate and best utilize team members for the benefit of their students. Over the past several years, City High has been focusing on designing programs to provide more support in these areas.</p>	<p>The educational models of heterogeneous classrooms and team teaching that are utilized at City High are effective yet challenging. We are continuously looking to ensure that teachers new to the school are supported in how best to be part of a team and those that are more veteran continue to communicate and best utilize team members for the benefit of their students. Over the past two years we have been working towards developing goals for our next Middle States Accreditation Process. The goals have been determined through student, staff, and parent survey data as well as deliberation and discussion at Educational Leader meetings and in school-wide workshops. We are planning to focus on Equity, Student and Staff Well-Being, and Advanced Learning Opportunities.</p>	True
<p>Rigorous Courses of Study: All Student Group (30% up from 25.2%) - while we are not going to change our model to incorporate AP classes, we are looking to ensure that all of our students have appropriate advancement opportunities. This is also part of our seven-year Middle States plan.</p>	<p>Middle States Advanced Student Learning Opportunities Group</p>	False
<p>PVAAS - English Language Arts/Literature - Did Not Meet the Standard Demonstrating Growth</p>	<p>We acknowledge that this target goal of 80% of students demonstrating growth throughout the school year based on Star data is lofty but are continuing to hold ourselves to high standards as we try to address the skill deficits resulting from the pandemic.</p>	True
<p>We have several long-term ELLs who are not making significant enough progress on their ACCESS scores to exit the program.</p>	<p>As our population of English Language Learners continues to grow, we need to continue to ensure that these students are</p>	False

	receiving the instructional support they need in order to progress in all four language domains as measured on the ACCESS test.	
Implement evidence-based strategies to engage families to support learning		False
PVAAS - Mathematics/Algebra - All Student Group Did Not Meet the Standard Demonstrating Growth		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Star data for the 2024-2025 school year demonstrated growth in reading for 9th, 10th and 11th grade.	The Class of 2025, Class of 2026, and Class of 2027 data that we have collected so far demonstrates growth throughout the school year and from year to year.
All City High students are taught in heterogeneous classrooms by teams of looping teachers.	Heterogeneous grouping has its challenges but reflects the values of our school that all students deserve a high quality education with the necessary differentiation to address their learning needs. Looping, team teaching, and flexible staffing allows to effectively support student groups. This will help us to ensure growth in ELA, Math, and Science as well as with our English Language Learners.
Ten out of fifteen (66.6%) of our English Language Learners demonstrated growth on the WIDA ACCESS test.	Students come to us at different proficiency levels and our goal is to grow them as learners. While we still working towards more students achieving proficiency levels, we consistently strive towards all students achieving and exceeding growth. Much of this data is currently insufficient due to the lack of consistency during the pandemic, but we need to monitor it to ensure that we continue to strive towards our goal of 100% growth for all students tested.
PVAAS - Science/Biology - All Student Group Exceeds the Standard Demonstrating Growth	Students come to us at different proficiency levels and our goal is to grow them as learners. While we still working towards more students achieving proficiency levels, we consistently strive towards all students achieving and exceeding growth. Much of this data is currently insufficient due to the lack of consistency during the pandemic, but we need to monitor it to ensure that we continue to strive towards our goal of 100% growth for all students tested.
As noted in various descriptions above, our flexible staffing, team teaching, and looping provide an invaluable foundation for assuring timely and adequate supports for students that help ensure their learning growth.	Evidence of this is shown in PVAAS, Star and ACCESS results as well as graduation numbers.

Percent Graduation - Four-Year Cohort - All Student Group Meets 2033 Statewide Goal	Our looping model and Post-High School Planning Department ensure that all students stay on track for graduation and have a post-high school plan that matches their needs, interests, and goals.
Star data for the 2024-2025 school year demonstrated growth in math for 9th, 10th, and 11th grade.	The Class of 2025, Class of 2026, and Class of 2027 data that we have collected so far demonstrates growth throughout the school year and from year to year.
Five-Year Cohort Graduation: All Student Group (98.5%)	Our looping model and Post-High School Planning Department ensure that all students stay on track for graduation and have a post-high school plan that matches their needs, interests, and goals.
Identify and address individual student learning needs	Our core model allows for all students to receive the individualized support they need through looping, team teaching, advisory, flexible staffing, and so on.
Regular Attendance - All Student Group Meets Performance Standard	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The educational models of heterogeneous classrooms and team teaching utilized at City High are effective yet challenging. We are continuously looking to ensure that teachers new to the school are supported in how best to be part of the team, and those who are more veteran continue to communicate and best utilize team members for the benefit of their students. We began this goal in 2021-2022 as teachers tackled having all of our students back in the building after being virtual and hybrid the year before. Last year, we finalized our Middle States Accreditation goals, which are also geared towards this priority - Equity, Student and Staff Well-Being, and Advanced Student Learning. We are going to continue to work in those three areas through the ongoing Middle States process to meet the needs of our staff and students.
	While we have had students take the Star test for several years and have used the data internally, the school has committed to utilizing Star data in a more explicit and intentional way moving forward to help teachers focus on specific skill sets based on the needs of their cohort of students as well as to allow students and families to see these reports as a measure of growth.
	Have All Student Group Meet the Standard Demonstrating Growth over the next several years as we implement a new mathematics curriculum, piloting it in the 25-26 school year with the incoming freshmen.



## Goal Setting

Priority: The educational models of heterogeneous classrooms and team teaching utilized at City High are effective yet challenging. We are continuously looking to ensure that teachers new to the school are supported in how best to be part of the team, and those who are more veteran continue to communicate and best utilize team members for the benefit of their students. We began this goal in 2021-2022 as teachers tackled having all of our students back in the building after being virtual and hybrid the year before. Last year, we finalized our Middle States Accreditation goals, which are also geared towards this priority- Equity, Student and Staff Well-Being, and Advanced Student Learning. We are going to continue to work in those three areas through the ongoing Middle States process to meet the needs of our staff and students.

<b>Outcome Category</b> Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b> City High will strengthen our educational model, instructional practices, and student/teacher support models as evidenced through improved student and staff survey data and Middle States goal data.			
<b>Measurable Goal Nickname (35 Character Max)</b> Strengthen Instructional and School Practices - Middle States			
Target Year 1	Target Year 2	Target Year 3	
We are in Year 3 of our seven-year Middle States goals in the following areas: Equity; Student and Staff Well-Being; and Advanced Student Learning. The specific goals are outlined in our Middle States documents and tracked yearly.	Submit mid-way point Middle States goal progress report. We will be in Year 4 of our seven-year Middle States goals in the following areas: Equity; Student and Staff Well-Being; and Advanced Student Learning. The specific goals are outlined in our Middle States documents and tracked yearly.	City High will strengthen our educational model, instructional practices, and student/teacher support models as evidenced through improved student and staff survey data and Middle States goal data.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Equity - Continue work with CRP guide with senior team, continue with induction strand revisions, restorative practices PLP continues to meet and develop monthly newsletters; Student and Staff Well-Being - Continue revision of SEL curriculum (now in year three) for freshman team and continue school spirit subgroup; Advanced Student	Equity - Continue work with CRP guide with senior team, continue with induction strand revisions, restorative practices PLP continues to meet and develop monthly newsletters; Student and Staff Well-Being - Continue revision of SEL curriculum (now in year three) for freshman team and continue school spirit subgroup; Advanced Student	Teams for all three goal areas will report out at Educational Leader meeting as well as Board Meeting.	Submit mid-way point Middle States goal progress report. We will be in Year 4 of our seven-year Middle States goals in the following areas: Equity; Student and Staff Well-Being; and Advanced Student Learning. The specific goals are

Learning - subject areas will continue to work on common honors projects/assignments and begin to define ways to increase student subgroup representation in honors and outside activities.	Learning - subject areas will continue to work on common honors projects/assignments and begin to define ways to increase student subgroup representation in honors and outside activities.		outlined in our Middle States documents and tracked yearly.
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Priority: While we have had students take the Star test for several years and have used the data internally, the school has committed to utilizing Star data in a more explicit and intentional way moving forward to help teachers focus on specific skill sets based on the needs of their cohort of students as well as to allow students and families to see these reports as a measure of growth.

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
City High will strengthen its systems for improving students' skills as measured by growth on the Star assessment (also a school performance goal) and will regularly share results with students and families.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Student-Centered Support - Star			
Target Year 1	Target Year 2	Target Year 3	
Grades 9, 10 and 11 will take the Star test multiple times throughout the school year to measure growth and development in Math and Reading. Reports will regularly be shared with students and families.	Administrators, coaches, specialists and teachers will work together to analyze and utilize Star data to measure growth and inform instruction for this school year. Instructional practices and growth reports will continue to be shared with students and families regularly.	City High will strengthen its systems for improving students' skills as measured by growth on the Star assessment (also a school performance goal) and will regularly share results with students and families.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students in 9, 10 and 11 will take the Star exam during first trimester. The teacher coach, programs coordinator, and reading specialist will work together to analyze the data, share results with administration, and meet with	Students in 9, 10 and 11 will take the Star exam during second trimester. The teacher coach, programs coordinator, and reading specialist will work together to measure growth, identify areas of need, share results with	Students in 9, 10 and 11 will take the Star exam during third trimester. The teacher coach, programs coordinator, and reading specialist will work together to measure growth, identify areas of need, share results with	Administrators, coaches, specialists and teachers will work together to analyze and utilize Star data to measure growth and inform instruction for the following school year. Instructional practices and

grade level content teams to discuss skill needs and lesson implementation. Advisors will discuss initial or growth reports with students.	administration, and meet with grade level content teams to discuss skill needs and lesson implementation. Advisors will discuss growth reports with students and with families at parent teacher conferences.	administration, and meet with grade level content teams to discuss skill needs and lesson implementation. Growth will be shared and celebrated with students and staff throughout the school.	growth reports will continue to be shared with students and families regularly.
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**Priority: Have All Student Group Meet the Standard Demonstrating Growth over the next several years as we implement a new mathematics curriculum, piloting it in the 25-26 school year with the incoming freshmen.**

<b>Outcome Category</b>			
<b>Mathematics</b>			
<b>Measurable Goal Statement (Smart Goal)</b>			
All Student Group will Meet the Standard Demonstrating Growth based on PVAAS Data.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
PVAAS Growth Score - Math			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
The math department will pilot the new curriculum with the current ninth-grade class (Class of 2029).	There will be an increase in growth for math as measured by internal Star testing as well as the Keystone exam/PVAAS data.	All Student Group will Meet the Standard Demonstrating Growth based on PVAAS Data.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
After heavily vetting math curriculums, choosing one, and attending multiple trainings and professional developments, the math department will implement the new math curriculum with the current ninth grade class. Co-teachers will meet daily and the department will meet monthly to plan.	Co-teachers and the department will continue to meet about the new curriculum. The department will analyze Star scores to measure any initial growth and readjust lesson/unit plans as needed.	The junior students will take the Math Keystone. Co-teachers and the department will continue to meet about the new curriculum. The department will analyze Star scores to measure any initial growth and readjust lesson/unit plans as needed.	There will be an increase in growth for math as measured by internal Star testing as well as the Keystone exam/PVAAS data.

## Action Plan

### Measurable Goals

Strengthen Instructional and School Practices - Middle States	Student-Centered Support - Star
PVAAS Growth Score - Math	

### Action Plan For: Active Reading and Vocabulary

Measurable Goals:
<ul style="list-style-type: none"> <li>• City High will strengthen its systems for improving students' skills as measured by growth on the Star assessment (also a school performance goal) and will regularly share results with students and families.</li> <li>• City High will strengthen our educational model, instructional practices, and student/teacher support models as evidenced through improved student and staff survey data and Middle States goal data.</li> </ul>

Action Step	Anticipated Start/Completion Date		
City High will refocus on active reading and vocabulary instruction through a structured literacy lens in our Cultural Literacy, Information Literacy, Scientific Literacy and across other content areas in an effort to increase students/literacy skills. This will occur in content areas, through structured-literacy based vocabulary instruction, and through LETRS training for special education teachers and several other staff members.	2025-08-15	2026-07-31	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Reading Specialist/Program Coordinator	Reading Specialist (percentage of salary paid for with Title I funds - see expenditure table); active reading bookmarks, lessons, PDs, books/supplies	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PD in this area took place at the Senior Retreat and will continue throughout the year in the standalone PD workshops, content meetings, and LETRS-based lesson design and implementation. The reading specialist and teachers will design lessons modeling active reading and focusing on vocabulary instruction; students will understand and utilize these strategies; parents will receive information on these strategies at the Title I meeting.	Observation and anecdotal data from content and grade level teams each trimester; Keystone, Star and ACCESS scores yearly; information monitored by Reading Specialist, Teacher Coach, Program Coordinator, and Administration.

## Action Plan For: Professional Development and Student Support Plans

### Measurable Goals:

- City High will strengthen our educational model, instructional practices, and student/teacher support models as evidenced through improved student and staff survey data and Middle States goal data.

Action Step	Anticipated Start/Completion Date		
City High will continue to implement a professional development calendar for staff and an activities calendar for students as part of our 4PLUS Monday schedule with options aligned with strengthening our instructional and school practices in correlation with our Middle States goals and committees.	2025-08-15	2026-07-31	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teacher Coach	Teacher Coach (partial salary paid for with Title II funding - see expenditure table); Activities Manager; Transition Manager (partial salary paid for with Title IV funding - see expenditure table); PD and tuition reimbursement; Committee time	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Professional development will occur throughout the year with a focus on co-planning and team teaching, positive classroom management, and using data to inform instruction; stand-alone workshops, grade level and content teams, teacher coaching, and outside opportunities such as LETRS and classes that staff can use tuition reimbursement for. The 4PLUS Monday activities for students as well as the staff professional development opportunities will be shared with families, and families are invited to give feedback at the federal programs meeting each year about PD opportunities for the following year.	Survey data; Middle States goal data; monitored by Teacher Coach, Administration, and Middle States Committees

## Action Plan For: Teaching Associates in 9th, 10th, and 11th Grade

### Measurable Goals:

- City High will strengthen its systems for improving students' skills as measured by growth on the Star assessment (also a school performance goal) and will regularly share results with students and families.
- All Student Group will Meet the Standard Demonstrating Growth based on PVAAS Data.

Action Step	Anticipated Start/Completion Date		
City High will continue to employ five teaching associates in 9th, 10th and 11th grade in Cultural Literacy and Scientific Literacy. These individuals will help provide extra support and targeted instruction for all students in multiple content areas with the goal of further improving skill proficiencies.	2025-08-15	2026-07-31	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dara Ware Allen/CEO	Five Teaching Associates - salaries paid for with Title I funds (see expenditure table)	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate growth across English, history, math and science with an additional support person in the classrooms who can help with differentiation and skill development. Teachers and teaching associates will also help one another grow through co-planning and team teaching opportunities made possible by having multiple teachers within the classroom.	Observation and anecdotal data from content and grade level teams; Star and Keystone exams; monitored by grade level administrators and CEO

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"><li>Active Reading and Vocabulary</li></ul>	Schoolwide Reading Specialist Position - partial salary paid for with Title I funds	76700
Instruction	<ul style="list-style-type: none"><li>Teaching Associates in 9th, 10th, and 11th Grade</li></ul>	Six Teaching Associates in 9th, 10th, and 11th grade - partial salaries paid for with Title I funds	224021
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"><li>Professional Development and Student Support Plans</li></ul>	Teacher Coach - partial salary paid for with Title II fund transfer	31060
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"><li>Professional Development and Student Support Plans</li></ul>	Transition Manager - partial salary paid for with Title IV fund transfer	22706
Other Expenditures	<ul style="list-style-type: none"><li>Professional Development and Student Support Plans</li></ul>	Teacher Coach - partial salary paid for with Title I funds	30451
Other Expenditures	<ul style="list-style-type: none"><li>Professional Development and Student Support Plans</li></ul>	Transition Manager - partial salary paid for with Title I funds	22600

Total Expenditures	407538
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## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Active Reading and Vocabulary	City High will refocus on active reading and vocabulary instruction through a structured literacy lens in our Cultural Literacy, Information Literacy, Scientific Literacy and across other content areas in an effort to increase students/literacy skills. This will occur in content areas, through structured-literacy based vocabulary instruction, and through LETRS training for special education teachers and several other staff members.
Professional Development and Student Support Plans	City High will continue to implement a professional development calendar for staff and an activities calendar for students as part of our 4PLUS Monday schedule with options aligned with strengthening our instructional and school practices in correlation with our Middle States goals and committees.

### Active Reading and Vocabulary through a Structured Literacy Lens

<b>Action Step</b>	<ul style="list-style-type: none"> <li>City High will refocus on active reading and vocabulary instruction through a structured literacy lens in our Cultural Literacy, Information Literacy, Scientific Literacy and across other content areas in an effort to increase students/literacy skills. This will occur in content areas, through structured-literacy based vocabulary instruction, and through LETRS training for special education teachers and several other staff members.</li> </ul>	
<b>Audience</b>	City High Staff; Students; Parents at Title I Meeting	
<b>Topics to be Included</b>	History of active reading at City High; use of active reading procedures, bookmarks and posters; high impact structured literacy vocabulary models; growth via summative and formative assessment data	
<b>Evidence of Learning</b>	PD feedback; student and parent feedback; visible use of active reading procedures and bookmarks and high impact vocabulary instruction; growth via summative and formative assessment data	
Lead Person/Position	Anticipated Start	Anticipated Completion
Amanda Gornic/Reading Specialist	2025-08-15	2026-07-31

## Learning Format

Type of Activities	Frequency
Workshop(s)	3-4 times a year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

## Professional Development and Student Support/Activities Plan

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>City High will continue to implement a professional development calendar for staff and an activities calendar for students as part of our 4PLUS Monday schedule with options aligned with strengthening our instructional and school practices in correlation with our Middle States goals and committees.</li> </ul>		
<b>Audience</b>		
City High Staff, Parents and Students		
<b>Topics to be Included</b>		
Student activities and support services (academic and wellness opportunities that will also be communicated to parents); PD activities for staff including but not limited to: ESL, CRP, Restorative Practices, City High Best Practices, LGBTQ+, Student Achievement, Special Education, Trauma, Homelessness, Student and Staff Well-Being, Advanced Student Learning, and Grade and Content Level Teams		
<b>Evidence of Learning</b>		
Observation and anecdotal evidence of teachers implementing strategies from PDs; PD reflection data; Surveys (staff, student, and parent)		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Cliff Luft/Teacher Coach	2024-08-30	2025-07-31

## Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Communications Activities

Professional Development and Student Activities and Support					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	City High Staff, Students and Families	Activities and support schedule for students (academic, wellness, and social); professional development plans (at federal programs meeting); school updates and achievements	Michelle Fossum/Director of Enrollment and Strategic Communications; Kaylen Quintero/Activities Coordinator	08/15/2025	07/31/2026
Communications					
Type of Communication	Frequency				
Email	Weekly				

## Approvals & Signatures

Uploaded Files
• Title I Schoolwide Plan 2025-2026 affirmation_statement_compschool.pdf

Chief School Administrator	Date
Dara Ware Allen, Ph.D.	2025-09-30
Building Principal Signature	Date
Dara Ware Allen, Ph.D	2025-09-30
School Improvement Facilitator Signature	Date